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ABSTRACT

The second unit of the second grade level of the Focus on Inner City Social Studies (FICSS) series (see SO 008 271) continues to build upon the economic principles introduced in grade one. Specifically, the focus is on the procurement of essential and non-essential clothing. The learning activities help students to learn the sources of fabrics, clothing needs according to the season, styles and fads, and the wise use of financial resources when procuring clothes. The developers encourage critical thinking in more reasoned clothing purchases by students as well as their families and differentiating between wants and needs. The document includes an introduction to the unit, essential source materials; knowledge, skill, and behavioral objectives; learning activities and study questions; and student and teacher resources. The unit can serve as a supplement to existing social studies curricula in accordance with the needs and problems of an urban society. (Author/JR)

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GREEN POWER: CLOTHING

Grade Two, Unit One

2.1

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

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INTRODUCTION

SCOPE OF THE SECOND GRADE CURRICULUM

The curriculum of grade two builds upon the basic learnings gained as a result of the curriculum of the previous year. The emphasis for this year is on helping students understand basic economic principles as they affect their needs and wants. But this is not traditional economics scaled-down, since important areas drawn from consumer economics and sociology are also included when they enhance the pupils' understanding of the dimensions of the problem.

Specifically the units in grade two include:

2.1 Green Power: Clothing
2.2 Green Power: Housing
2.3 Green Power: Wants and Needs
2.4 Housing in Other Places Around the World.

INTRODUCTION TO THIS UNIT

Green Power: (2.1)

In the curriculum design developed it was decided that the first unit of each year should build upon some of the major learnings of the previous grade. While this would not in any way be a repetition of previous learnings, it would employ them while both reinforcing and expanding upon them.

This first unit of grade two, then, continues the idea of green power introduced in grade one. In that unit (1.4) pupils learned about the wise purchasing of food. This unit looks toward the wise procurement of essential and non-essential clothing. It covers such areas as the fabrics from which clothes are made, clothing needs according to the season, styles and fads, and the wise use of financial resources when procuring clothing.

Hopefully, this unit will encourage critical thinking which will culminate in more reasoned clothing purchases by the children and the members of their families. Too, this unit may improve the ability of children to arrive at logical decisions concerning the wise use of limited financial resources.

INTRODUCTION

Introduction to a Unit Teaching Strategy

Suggested Teaching Procedures and Introductory Activities

Teaching Procedures

1. These units are based on a depth study strategy approach. It is felt that this method is consistent with the "learn by doing" theories of John Dewey, which have been corroborated by Piaget.

2. The basic steps for this strategy consist of introductory activities conducted by the teacher which excite the interest of the student and cause him to ask questions about the new study. These questions serve as an introduction to the scope of the topic.

3. The students, working in groups or individually, research the questions they have raised and categorized. Each student contributes to the committee work in his own special way and at the same time, develops the ability to work in a group situation.

4. One of the most easily recognized trends in the development of recent thought in social studies education is that which is directed toward providing inquiry experiences for the pupil. In these experiences students would not necessarily be told the meaning of the data they would encounter nor would the data necessarily be presented to them. They would have to search for it and to bring meaning to that which they found. From this description, then, it is seen that the depth study strategy proposed here is in concert with the spirit of inquiry.

5. When the group prepares its presentation for the class, they have many occasions to review and restructure their information. After hearing each of the presentations the teacher leads the class in an overview and helps them gain perspective on the topic. The facts gained are used to develop hypotheses and generalizations. Again the facts and understandings are used to develop the culminating activity. Although each of these activities is somewhat different, they all are forms of review or reuse of acquired information. The student, then, is somewhat involved in no less than three opportunities to recall and use the new data Each time, of course, the information is called for in a new context.

6. In a depth study approach, the teacher assumes the role of the structurer of learning activities. In addition, the teacher is the most readily available resource person, both for the process and content. The class could conceivably ask the teacher to talk to them about a specific topic or to discuss a film or filmstrip. If the teacher has had special experiences which are pertinent to the study, the class may call upon him to show slides or th deliver a special talk.

AN OUTLINE OF A TEACHING STRATEGY

PHASE	PURPOSE
I. Introduction	To motivate students.
II. Raising of questions	To list students' questions.
III. Categorization of questions by students	To organize ideas. To provide experiences in critical thinking.
IV. Formation of and instructions to committees	To form groups for social or psychological ends. To place responsibility for learning upon the shoulders of students.
A. Tasks	To let students know they are defining, pursuing, and reporting their own study.
B. Roles	To aid students in identifying desired organizational schemes for small groups and to help them define the responsibilities and behaviors of leaders and group members.
C. Methods of Researching Information	To aid students in locating, recording, organizing and presenting information.

PHASE		PURPOSE
V.	Information Retrieval	To allow students the opportunity to answer their own questions, to employ their library skills, to develop critical thinking and logical organization of data.
VI.	Committee Reports	To develop and rehearse the presentation to the class.
VII.	Perspective and Overview	To hear the reports of each committee which has sought to answer the questions of the class.
VIII.	Developing Hypotheses and Generalizations	To integrate the findings of the committee reports, to note trends, likenesses and differences when compared with other examples known by the students.
IX.	Culminating Experiences	To study the information presented to discover some basic principles of the social sciences which may be operant. To gain further perspective and to enhance recall.*

TABLE OF CONTENTS

Introduction.....i
Scope of the Second Grade Curriculum.....ii
Scope of Unit 2.1.....iii
Introduction to a Unit Teaching Strategy.....iv
Table of Contents.....v
Essential Source Material.....vi
Objectives.....1
I. Introductory Activities.....5
II. Raising Questions.....7
III. Categorizing Questions.....8
IV. Forming Committees.....9
V. Information Retrieval.....12
Committee 1 - Fabrics.....12
Committee 2 - Seasons, Clothing and Fabrics.....16
Committee 3 - Sources of Clothing.....18
Committee 4 - Styles.....21
Committee 5 - Procuring Clothing Wisely.....24
VI. Suggested Reporting Activities.....26
VII. Overview.....28
VIII. Generalizations.....29
IX. Suggested Culminating Activities.....30

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MINIMUM RESOURCE MATERIALS UNIT 2.1

BOOKS	TEACHER	PUPIL	PRICE
Communities at Work, Ralph and Eleavor Clymer. D.C. Heath and Company 235 Columbus Ave., Boston, 16, Mass. @4.64		7	$32.48
Family and Their Needs, Edva Anderson, Silver Burdette, Park Ave. and Columbia Rd., Morristown, N.J. 07960 @ $2.61		5	$13.05
Learning About Our Neighbors, Wann, Wann and Sheehy. Allyn and Bacon, Rockleigh, New Jersy, 07647. @ $3.56		3	$10.68
Spending Money, Rossonando, et al, Franklin Watts Company 136 West Main St., Norwalk, Ohio 44857 @$2.95		3	$ 8.85
Clothing for Moderns, Ervin and Kinchen, Collier Mac Millan, 866 Third Ave., Dept. SC-70, New York 10022 @ $8.95	1		$ 8.95
Textiles, Hollen and Saddler, Collier Mac Millan @ $7.95	1		$ 7.95
Filmstrips			
Clothes and Seasons Your Lesson Plan Filmstrips, Curriculum Materials Corp. 1319 Vine St., Phila 7, Pa. Color @ $5.00		1	$ 5.00
Clothing Encyclopedia Brit. films. 38 W. 32nd St. New York 10001. Color 6 strips Ave. @ $6.00, Series 8540		1	$36.00
Clothes and Why We Wear Them		Total	$93.96
Proper Clothes and Their Care			
Where Clothes Come From			
Materials For Clothing			
How Clothes are Made			
The Clothing Factory			

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OBJECTIVES

1. Knowledge

The pupil will know that

1. Fabric for clothes comes from animals and vegetables and minerals.
2. Some fur is expensive and other cheaper.
3. The size and scarcity of an animal determines the price of its fur.
4. Some animals are extinct because of the demand for their fur or feathers.
5. Cotton, linen and wool have been used for cloth for a very long time.
6. Rubber once came from trees but now is a synthetic.
7. Synthetics are made by man.
8. Nylon, Orlon, Dacron are some synthetics.
9. Asbestos is a special fabric made from a mineral.
10. Silk is a luxury cloth.
11. Winter clothes and summer clothes are often made of the same fabric, but one is heavier than the other.
12. We often wear different clothes in the winter.
13. Department stores offer clothes on credit.
14. It costs extra money to buy on credit.
15. Welfare agencies usually cannot offer credit.

Objectives Continued

16. A need refers to an article we cannot very well do without.
17. A want is something extra we may be able to do without.
18. Store locations often help determine price.
19. Some stores sell particular styles or "fad" clothes.
20. Climate affects prices.
21. Stores which sell new merchandise often advertise heavily.
22. Advertisements are often misleading.
23. Certain fabrics will keep us warmer than others.
24. Certain fabrics help to keep us dry.
25. Some fabrics are much more expensive than others.
26. Bargains are not always a good buy.
27. Well taken care of clothes will last longer.
28. Hand-me-downs can be useful and attractive and one need not be ashamed of them.
29. Agencies helping the poor often sell excellent quality clothes.
30. A unifrom identifies but does not make a person what he is.

Skills

The pupil will be able to:

1. Distinguish between his wants and his needs.

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Skills Continued

2. Name the source of at least 4 common fabrics (Cotton, Linen, Wool, and any synthetic).
3. Distinguish a fad, a style and conventional clothing. (Especially as it concerns ethnic values).
4. List a number of fabrics, their sources, and their uses.
5. Determine from labels whether an article fits certain needs or not.
6. List certain animals, insects and reptiles which supply us with fabric and name the fabric.
7. Determine "best buys" by using advertisements in newspapers and magazines.
8. State verbally (or list) alternative choices in seeking places to buy clothes.
9. Locate community clothing sources on a simple map.
10. Use resource helps (books, magazines, film strips, etc.) to find pertinent material for his committee.
11. Decide in advance how he will spend a given amount of money to secure basic needs.
12. Compare his wants and needs with the wants and needs of the other members of his class.
13. Compare the relationship of his wants and needs to those of his family.
14. Identify (by listing) certain seasonal needs.
15. Distinguish between legitimate and illegitimate methods of obtaining clothing.
16. Verbalize (or list) some of the more important ways to assure a longer life for clothes.

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Attitudes

The pupil will

1. Form a new respect for clothing as evidenced by his willingness to care for his own.
2. Appreciate his own position in his family as evidenced by his willingness to forgo selfish demands.
3. Realize that clothes do not "make the man" as evidenced by his willingness to wear second hand clothes.
4. Accept peers as persons regardless of their clothes as evidenced by his willingness to work with them.
5. Form a new respect for Social Agencies and the work they do as evidenced by his willingness to accept them as legitimate and respectable sources of clothing.
6. Develop a new or better feeling for the problems of store owners and operators as evidenced by his treatment of them in class discussion and committee work.
7. Accept the fact that change can come, but usually does so slowly, as evidenced by his willingness to work for change while postponing the fruits of his labor.

Behaviors

The pupil will

1. Participate in class discussion.
2. Participate and cooperate in committee work.
3. Actively engage in activities to solve problems.

STRATEGY	LEARNING ACTIVITIES	MATERIALS
I. Introductory Activities	Suggested Introductory Activities	
A. To interest pupils in the study of the five areas of green power and clothing included in this unit.	The teacher may wish to select one or more of the following activities to introduce the unit or she may wish to develop her own. The proof of the success of these activities is the extent to which they interest students in the unit and are successful in getting them to raise the questions which will structure all the areas of this unit.	
B. To create sufficient interest to foster pupil-initiated questions related to the unit.	BULLETIN BOARD A display can be developed which can stimulate questions in each of the content areas to be developed in this unit, a. fabrics (natural and synthetic), b. clothing for the various seasons, c. sources of clothing, d. styles of clothing, and e. procuring clothing wisely.	photos and sketches of clothing (from magazines and newspapers)
	and/or	
	CLOTHING DISPLAY The teacher can prepare a display of clothing made from various fabrics, used for various seasons on which can be put signs such as "Do you know who I am?" or "What do YOU need to know about me?" or "You need me, don't you?"	articles of clothing
	and/or	
	FABRICS DISPLAY A display of various fabrics can be prepared and signs placed on various fabrics such as "What am I?", "What do I do for you?", "Am I for real?", "My name is ?????"	pieces of natural and synthetic fabrics
	and/or	

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
1. Introductory Activities	NEWSPAPER CLOTHING AD DISPLAYS A series of captions can be posted over the newspaper ads such as "BUY AT STORE A", "BUY AT STORE B", "WE HAVE THE BEST CLOTHES IN TOWN", "EVERYONE NEEDS RED BALL JETS" "BE 'IN' WITH THE MIDDY LOOK"	newspaper clothing ads (Back to school sales, etc.)

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
II. Raising Questions	If the introductory activities have been successful, the teacher will be able to guide students to ask those questions which will structure the unit by asking a question similar to this: Now that you have seen the various displays what would you like to learn about clothing?" The teacher will need to use various portions of the displays to stimulate questions in areas not immediately probed by the pupils. The class will need to raise about 40 or more questions in order to have an adequate base for launching the unit. Some of the obvious questions pupils might raise are: 1. What are some of the different fabrics and why do we have so many? 2. Where can we get clothes? 3. Why do we need so many kinds of clothes? 4. What is a middy? dashiki? 5. How do we know how to get good clothes for the least money?	

STRATEGY	LEARNING ACTIVITIES	MATERIALS
III. Categorizing Questions A. For the students to determine which questions talk about similar topics. B. To organize the questions so that groups of students can research them.	The pupils at this point will need to organize their questions so that items of a similar nature appear in the same grouping. In this way groups of pupils will have a cogent set of questions which can structure their studies. The questions can obviously be grouped in many ways. The author of this unit cannot predict the groupings on which the class will decide. The following grouping of topics appears possible and the content of this unit is presented in this way. 1. Fabrics 2. Sources of Clothing 3. Seasons and Clothing 4. Styles, Fashions, and Fads 5. Procuring Clothing Wisely Of course, it will not matter if the pupils arrive at other topics since the content can be reorganized many ways and is presented in these pages mostly as an aid to the teacher.	

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STRATEGY	LEARNING ACTIVITIES	CONTENT
IV. Formation of and instructions to Committees I. To identify the necessary tasks of the committees.	The students may wish to work in groups to pursue those topics which most interest them. The content might also be revealed through a more traditional approach, but the writers believe it of great importance that pupils learn the skills and the problems associated with cooperative efforts. Thus they recommend the committee as the agent for seeking factual information. The committee organization also allows for individual excellence, especially as it is perceived as affecting group goals. Activities Discuss and decide on something like this: Class discussion concerning: 1. The tasks of a committee 2. The roles of committee persons 3. The sources of information	A. Tasks of Committees 1. Organize committees a. Random selection by teacher or students. b. Ranking by students of choices on slips of paper. c. Using sociograms to achieve balance within a committee (may be homogeneously or heterogeneously based). 2. Utilize class questions as starting point for planning committee work. 3. Add new questions suggested by committee members. 4. Assign research, find information, coordinate information, develop and present.

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STRATEGY	CONTENT	MATERIALS
2. To determine desired roles in committee operation.	B. Roles in a Committee 1. Leader a. To help make everyone become a part of the group b. To let everyone have his turn at the "good" jobs c. To solicit ideas from all members of the group d. To permit the group to decide which ideas are best e. To keep the group moving to get its job finished in the best way it can f. To help your group decide what its job is 2. Group Member a. To help the leader carry out plans b. To complete the work assigned to him c. To work without disturbing other group members d. To ask other members for their ideas e. To select only those ideas which help the group do its best work f. To make other members of the group feel welcome	

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
3. To determine desired roles in committee operation.		3. Secretary a. Record group decision b. Verify motions and decisions c. Aid committee in coordinating research	
4. To identify sources for obtaining necessary information.		C. Finding Information (See Section I) 1. Textbooks and books a. Use of index b. Use of glossary, appendix, map lists, illustrations 2. Encyclopedias a. Use of key works; letters on volume, index, class reference 3. World Almanac 4. Pamphlets 5. Pictures 6. Filmstrips 7. Charts, cartoons, posters, graphs 8. Records 9. Community Discussion possibilities for presentation: 1. Reports 2. Panel and round table discussions 3. Visual aids 4. Audio aids.	

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
V. Information Retrieval Committee #1 Fabrics	List and locate areas from which furs come. Show various films on furs, their uses and sources. Visit a local furrier or invite him to visit the class.	I. Natural fibers A. Animal 1. An important clothing material in many countries of the world, especially the colder countries like Russia, Alaska, Canada and the Scandinavian countries. These are all important fur-producing regions and have fur farmers much like we have vegetable farmers. Fur may be expensive (mink, chinchilla) or comparatively cheap (rabbit) depending on the size and/or scarcity of the animal from which it comes. Fur farming, trapping and hunting are regulated by the government. Many different kinds of animals are sought for their fur and some are in danger of being eliminated as a species, especially the wild animals (leopard, etc.). 2. Animal skins a. Used mainly in leather goods. Some few are hunted avidly (alligators) for their hides. It is likely that the earliest clothes used by man were animal skins. 3. Other parts of the animal a. Feathers have been used for decorations. The Egret has been eliminated by man in his search for such. 4. Wool. The processed hair of sheep, possibly the first animal to be domesticated for purposes other than food. Very warm and serviceable but subject to being eaten (moths) which look for grease. A very important fabric. Scotland and England are famous for their wool. Sheep raining is a very ancient trade as the Bible tells us.	A large wall map. Pieces of fur which can be obtained from a local furrier or donated by parents. Shoes made of various skins also donated, if possible or loaned. Feather hats or decorations. Pictures of fur bearing animals and/or sources of other materials. Encyclopedia

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
V. Information Retrieval Committee #1 (Continued)	Appropriate films. More advanced students can develop reports on the more exotic fabrics.	I. Natural fibres-Continued A. Animal 5. Other animal hair fabrics come from the Llama, Vicuna, Angora (goat) and Cashmere (goat). Felt is made from the matted fibres of fur, hair or wool and used mainly for hats. C. Silk. Not strictly animal, silk is the product of a worm. The Chinese are well known for silk culture and for 2,000 years were the only people who knew how to make it. The silk trade made them rich, but eventually two Roman Monks succeeded in smuggling some silk worms out of China and sericulture became almost world wide. The silk worm is very delicate but silk, though the finest of fabrics, is very strong. Garden spiders also weave silk which has been used for fibres and in military application (cross hairs for gun sights). Silk has been used in hosiery, underwear, ribbons and upholstery. It has largely been replaced by synthetics.	[illegible] of [illegible] and wool. Pictures of silk worms and sheep. Actual silk worm cocoons are available in kit form from various suppliers. Parents or local industries may have some of the more exotic fabrics to exhibit
	Film on Cotton. Research on the history of the handkerchief could be used to challenge the better student.	B. Vegetable 1. Cotton. Used for many years. Herodotus (490-92 BC) wrote about it. Egyptians grew and used it. One of the earliest non-animal fibres to be used for clothes. Much material is available from many sources. 2. Linen. Derived from the flax plant. Used to make fine cloth for many centuries. Ireland and Belgium are noted today for fine linen. May have been the very first vegetable used for cloth. Early Hebrews and Egyptians used it as cloth as early as 3500 B.C.	Pieces of the different kinds of cotton. (From parents or a local seamstress). Cotton boll. Write to cotton institute, if available in school.

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
V. Information Retrieval Committee #1 (Continued)	Students could bring in articles of clothing made from different fabrics and display them in class.	I. Natural fibers-continued B. Vegetable 3. Other vegetable fibers have been used for various purposes. Burlap, hemp and some tree bark and leaves for examples. 4. Rubber as a vegetable fabric is as silk is to animal fabric; not strictly a vegetable it is the product (sap) of a vegetable (tree).	pictures of a cotton field and/or various parts of manufacturing process. U.S. Dept. of Agriculture has leaflets. Write for them. Pieces of linen materials. Articles made of linen. Articles made of rubber.

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
V. Information Retrieval Committee #1 (cont.)	List and describe the materials and their origin. Accelerated students could do a report on the discovery or development of synthetics.	II Hand-made fibers A. Synthetics. Nylon, Orlon, and dacron are made from Oxygen, Nitrogen, Natural gas, alcohol, acid, coal, air, water, Hydrogen and Carbon. They have largely replaced silk and other similarly exotic fabrics. They can be made to simulate almost any fabric. B. Plastics. Rubber is now made chemically and even that is often replaced by such materials as vinyl and polyester. C. Others.. Asbestos is made from silicate minerals and has limited application in clothing fabric. Rayon is actually made from cellulose (wool pulp) but is treated with acid to make a product which rivaled silk, in popularity, for a time.	Pieces of the various fabrics mentioned. Articles made of these fabrics. Pictures of the manufacture of these fabrics.

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
V. Information Retrieval Committee #2 Seasons, Clothing and Fabrics	Students on this committee could dress in appropriate clothes for each season one day of each week to show how clothes are useful for a particular time of year. Accelerated group could research how animals change for seasons(Ermine are only weasels with a winter coat etc.)	II Seasons A. Fall. Early Fall usually is warm and we can wear the same clothes we do in the summer. As Fall progresses toward Winter we sometimes need a light sweater or jacket and at times heavier pants or skirts feel good. We begin to want a little warmer clothes and more of them. If we do not have warmer clothing we may put on a second layer of lighter clothing to keep comfortable. B. Winter. Much like the animals, we hunt for shelter and put on heavier clothes. Animal fur helps keep some people warm and clothes material changes from light cotton like Calico to heavier cottons like corduroy. Light synthetics like dacron and orlon give way to warmer fabrics like nylon and we begin to wear wool and even rubber (in our boots). We also begin to wear other articles of clothing like scarves, hats, heavy coats and sweaters and woolen socks which we have not worn in warm weather. A few light layers of clothing can help us keep as warm as one heavy layer. Some parts of the U.S. do not have so severe a winter as do people of the Midwest and so do not need so drastic a change in attire. If our homes are not kept very warm in the winter we may need to wear warm clothing both inside and out. This is not too healthy, however, unless people keep <u>themselves</u> and <u>their</u> <u>clothing</u> clean.	Pictures of the various seasons. Newspaper and magazine ads of seasonal sales.

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
V. Information Retrieval Committee #2 Seasons, Clothing and Fabrics (Cont.)	Students on this committee could dress in appropriate clothes for each season one day a week to show how clothes are useful for a particular time of year. Accelerated group could research how animals change for seasons (Ermine are only weasels with a winter coat etc.) Invite class mothers in to tell what they know about clothing, fabrics and the seasons and how they prepare in the various seasons.	C. Spring. Much like the Fall season, but is reverse. We often need warm clothes at first but as spring progresses toward summer we begin to need less and less clothes and lighter clothes begin to be plenty warm and comfortable. Again light sweaters and jackets are sometimes needed and very often rubber and plastic fibers are of great use because it rains quite a bit where we are. D. Summer. Probably the favorite season for most boys and girls not only because we are on a long vacation but also because we do not have to dress so warmly. The synthetics (Orlon, Dacron) light cottons and rayons are very sufficient and comfortable. Light pants and skirts, shorts, and bathing suits are our favorite clothes. II Climate In some places in the world the seasonal changes are not so severe and boys and girls can wear the same clothes year around. Even in the U.S. there are places (like California and Florida) where light clothes can be worn the year around. There are other places (Alaska) where some kind of heavy clothes feel good all year.	Pictures of the various seasons. Newspaper and magazine ads of seasonal sales.

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
V. Information Retrieval Committee #3 Sources of Clothing	List and describe places where they have been to get clothes. Visit, if possible, a number of such sources of clothes. Make a simple map of the stores of agencies in their own neighborhood.	III. Sources of Clothing A. Stores 1. Department stores offer a wide variety of merchandise besides clothes. They do a great deal of business on credit. 2. Discount stores. Similar to department stores but claim to sell more cheaply. 3. Specialty shops. Usually specialize in a very good quality of merchandise but are usually higher in price. B. Agencies 1. Salvation Army, Goodwill, St. Vincent De Paul and others like them salvage and reclaim articles articles no longer needed by others. Often repaired they are offered for sale at very reasonable prices. Sizes, selection, color etc. are often limited and there is no credit. 2. United Church Women, Y.W.C.A., certain community groups and rescue missions often have clothes for sale with largely the same restrictions. C. Other sources 1. <u>Rummage sales</u>, <u>garage</u> and <u>porch sales</u> and <u>flea markets</u> are a source of clothes for many but sales are strictly cash and selection is very limited. However prices are usually very cheap. 2. <u>Barter</u>. In the early history of the U.S. this was a widely used way to obtain clothes. Some people today will trade or barter clothes.	Map of local community. This could be student made. Various newspaper and magazine ads. Local advertising signs. Coupons from various stores. Brushes, paint and brown butcher paper for sign making.

STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
V. Information Retrieval Committee #3 Sources of Clothing (Continued)	Have a "trade" or barter day. Arrange with parents to be sure that nothing vital is traded or bartered. Each child brings an article or two of clothing and attempts to make a trade for something else of value. Students could make their own advertising signs.	III. Sources of Clothing - Continued 3. Pawn Shops. Some people who need money, will sell their surplus clothes to a pawn shop which in turn sells to other people. Clothing is usually inexpensive but cash is needed. 4. Hand-me-downs. Many boys and girls in the U.S. wear clothes which older brothers and sisters or cousins, uncles and aunts or even moms and dads have already worn. Very often it is a desirable thing (wedding dresses and/or infant wear). 5. Shop-lifting and Black Market. These are illegal and use of these can put you in jail. In shop-lifting, a person usually takes what he wants from a store and tries to leave without being caught. If he is caught he can get in trouble with the police. Sometimes people have the opportunity to buy stolen goods. The price may be low but possession of stolen goods is a crime. Buying from the "black market" can get a person into trouble with the law. D. Differences among sources. There are advantages and disadvantages to buying at any of the listed sources. All of the sources are in business to supply clothing to all the family. They are competitors whether they know it or not. All but two are legitimate. Most are in business to make a profit but some have a civic responsibility. The stores are usually more reliable than the agencies. Quality varies from store to store and so do prices.	

STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
V. Information Retrieval Committee #3 Sources of Clothing (Continued)	Discuss the sources of clothes and how <u>you</u> feel about your own clothes and where they come from.	III. Sources of Clothing - Continued Generally speaking, small neighborhood stores and specialty stores must charge more because of low volume. Individually made (tailor-made) clothes and credit usually add to the total cost. Most stores allow exchange or will refund money paid; some agencies will not. Stores usually buy in large quantities which helps keep prices low. Most specialty shops cater to special styles and fads and so do not buy such large quantities which means higher prices. Most stores have specially trained clerks to sell clothes and others to help to display, advertise and deliver merchandise. Of course, these services must be paid for and this usually is included in the price of the clothes. Agencies often depend on volunteer help or employ handicapped workers. This helps keep prices down. Stores can afford to advertise and have sales; agencies usually cannot. Stores usually display clothes in attractive surroundings; agencies cannot afford to. Most stores and agencies as well as pawn shops, rummage sales etc. operate within the law; shop lifters and black marketeers do not.	

00030

STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
V. Information Retrieval Committee #4 Styles	Draw or cut out pictures of various styles of clothes. Label them. Enlist parental help for donations of very old-fashioned clothes. Have a discussion of why styles change. Discuss whether or not clothes make a "Hippie"	IV. Styles of Clothing. A. "In" clothes. Some people feel a need to dress in the latest fashion or even make fashion. They have special clothes made only for them. Many people try to buy new clothes as often as they can. They usually buy mass-produced clothes because of the price but try to dress as well as they can. Some people try to dress in clothes that look as near like everyone elses clothes, as they can. Sometimes people are judged by the clothes they wear. Style often change with History (such as war, depressions etc.) and with Geography (cold as warm climates). B. "Out" clothes. Some people today try to dress in a style different from that worn by most people. They are often an individuals special combination of ordinary clothes. C. "Fad" clothes. These are often clothes (Nehru jackets, turtleneck shirts) which are popular for a short time and then become less popular but they may also become a preferred style (bell bottom trousers, mini skirts).	Pictures of styles through the ages. Butcher paper Crayons or paints.

00031

STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
V. Information Retrieval Committee #4 Styles	Prepare a display of "ethnic" clothes.	IV. Styles of Clothing - cont. D. "Ethnic" Clothes. Some people are very proud of their racial origins and wear special clothes to identify themselves as members. (Scotch plaids, doshikins, etc.) E. "Special" clothes. Usually for some line of work. They may range from a divers special suit to a nurses uniform. Some uniforms make it easy to idenify the persons job (nurse, policeman, soldier, sailor etc.) F. "Brand name" clothes. Some people think that clothes must be well known by name in order to be any good. Red Ball Jets, Buster Brown, Keds, Fruit-of-the-Loom, Levis, Bobby Brooks and B.V.D.'s are some famous brand names. Very often some famous person will try to get you to believe that one brand is much better than another. It may or not be true.	Pictures of and stories about various national costumes and customs. Pictures of and stories about people in various uniforms and special work clothes. A display of actual labels and or advertising about many "brand names".

STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
V. Information Retrieval Committee #4	Discuss whether brand name clothes make you a better person. How do you feel about brand names? What brand names have you had? Did they really make you a better person? Faster? Stronger? Develop posters of the various claims of brand name advertisements. At the top put questions such as: Do you believe it?	For some, brand name clothes are often a status symbol. They do not necessarily help you do a better job in school or at work. Sometimes they cost more too.	Poster board Tempera, Crayons or felt tip pens.

00033

STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
V. Information Retrieval Committee #5 Procuring Clothing Wisely	Discuss fads and styles. When do they change? Why? How do you feel about style and whether you want to be in style. Discuss wants and needs. What are yours? Whose are first (priority)? Discuss ethnic and racial pride. Should we have any?	V. Wise Choices in Clothing Selection A. Values. Most people seem willing to give up fads and styles in favor of serviceability. They often pass up "Brand names" in favor of cheaper clothes of equal quality. Very often money can be made to go much further and a person will have more clothes if they are willing to use second hand clothes rather than new. Most people prefer to buy from legitimate outlets. What a person needs is often much less than what he wants. Everyone in the family has needs. Each one of us must learn to be fair and considerate. Should we buy clothes for just one season or try to find clothes we can make use of the year around? Should pride play a major part in determining our clothing expenditures or should we think first of utility? Advertising often plays a large part in determining our wants. We should try to understand how, as young as we are, we play a large part in determining clothing purchases in our family. B. Costs. Extra store services can make our purchases higher in price. Are these necessary? Should we do without as many as we can? If we do not have cash are we then forced to use credit? We should carefully determine real "utility value" in order to get the most for our money. The quality of clothes, the fabrics from which they are made, the washability and season should be ascertained first. Then fads and/or styles can be considered.	Much advertising material from newspapers and magazines (for price comparison).

00034

STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
V. Information Retrieval Committee #5 Procuring Clothing Wisely (Continued)		V. Wise Choices in Clothing Selection-Continued B. Costs There are many other ways to stretch our clothing dollar. One is to be sure our clothes get repaired as soon as possible (we could learn to do it ourselves). Another is to be sure to take proper care of our clothes. It is possible that we can use a few layers of thin clothes rather than one layer of thick ones to keep warm.	

00035

STRATEGY	LEARNING ACTIVITIES	MATERIALS
VI Reporting Findings of Committees		
Committee #1 Seasons	Display maps showing areas from which furs come, natural and man-made fibres... Develop a demonstration on how fabrics are made fibres. Select one or two fabrics for examples. Develop a guessing contest on the name of the material. Develop a display on the raw and processed fibre.	Map Fabrics
Committee #2 Seasons	Display fabrics in relation to photos of the various seasons Display clothing for various seasons. Dress manikins or puppets for the seasons.	Manikins or puppets
Committee #3 Sources of Clothing	Have photographs of various sources of clothing. Link these with a display of the kinds of clothing available from each source. Make posters of the Advantages and disvantages of each source. Show the same item of clothing from several sources linked with the prices. Have mothers come in to tell about why they procure clothing from the various kinds of sources.	Magazines for cut up.
Committee #4 Styles and Fads	Develop a style show depicting the various kinds of styles and ethnic clothing available. Tell about why people want style or fad clothes, how they feel about them...	Poster board
Committee #5 Wise Buying of Clothing	Display ads to show how prices for similar items differ. Invite parents in to look critically at garments and tell why they are or are not good quality. Demonstrate how to take proper care of clothing. Have a clothing exchange fair. Conduct a rummage sale.	Newspapers for cut-up

00036

STRATEGY	LEARNING ACTIVITIES	MATERIALS
VI Reporting Findings of Committees Committee #5 Wise Buying of Clothing (Cont.)	Collect clothes to give to needy schoolmates. Conduct a clothing repair day with the help of class mothers.	Newspapers for cut-up

STRATEGY

VII. Overview

LEARNING ACTIVITIES

MATERIALS

During this phase of the study of Green Power: Clothing, the teacher has the opportunity to review the major learnings of the unit with the class. One of the best and simplest ways of conducting this review and overview is by referring to the original questions posed by the class during the second phase of this strategy. (Raising Questions II). In addition, the various committees may suggest the questions they added to the study.

Beyond all these specifics, however, there are some larger questions which children should be able to tackle after the study of the unit. Some of these questions might be:

1. If you had only a little bit of money, what fabric would you buy? Why?
2. How do you feel about the clothing you now wear? Why?
3. How would you feel about someone else who was unable to afford the latest style of clothing or whose clothing was tattered and torn? Why?
4. How would you feel toward someone who wore dirty clothes? Why?
5. How would you feel if you received some clothes which your older brother or sister had worn but which were still in good shape?
6. What do you think you would do with your old clothes which were still good but too small for you? What would you do with them if you had no younger brother or sister to give them to?
7. What would you do if you wanted but did not need an item of clothing and there wasn't enough money to get it for you and also get some clothing your mother really needed?
8. What can you do in your house to cut down on clothing costs?
9. What is the best reason you can give for buying brand name clothes?
10. What do you think of people who do not wear brand name clothes?

The teacher may, of course, add extensively to this list of "larger questions" depending upon the developing insight of the class.

STRATEGY	CONTENT
VIII Generalizations	As a result of the study of this unit, the pupils should be able to arrive at some of the following generalizations, that is, laws or principles which explain norms of human behavior. How many should be developed by the class is a function of their emerging maturity. In any event, however, they should develop from the thinking of the class. In no case should they be given to the students for that would deprive them of the opportunity to practice high level thinking skills.

1. People with limited financial resources will need to be more concerned about the wise procurement of clothing so that they can 'stretch' their money.

2. People with limited financial resources will be generally less affected by styles and fads than those with greater means.

3. In cooler weather people seek warmer clothing: in warmer weather cooler clothing.

4. As one becomes more affluent, he sometimes develops a more negative attitude toward used clothing.

5. Increasing care for clothing can lead to reduced clothing costs.

6. Purchasing well made clothing can reduce the frequency of clothing replacement.

7. Wearing usable clothing of older siblings or relatives can aid in reducing family expenditures for clothing.

8. Brand name clothes tend to be more expensive than similary made off-brand clothing.

9. Style and fad clothing tend to be higher priced than service clothing. These also have reduced utility due to the passing of fashions.

STRATEGY

IX. Culminating Activities

A. To reinforce the major learnings of the unit.

B. To continue student motivation for the unit study.

LEARNING ACTIVITIES

Suggested Culminating Activities

The class, under the guidance of the creative teacher, can develop a variety of ways of culminating the unit so that they reinforce the major learnings of the study. The following, then, are only listed as suggestions which can be expanded upon or ignored in favor of others developed by the class.

1. Display books and other items developed during the course of the unit study.

2. Develop a slide show depecting scenes from the findings of each committee. Develop a tape to accompany the slide show.

3. Present an original puppet show in which the major findings of the unit study are presented.

4. Develop a booklet on "Green Power: Clothing" in which the major findings of the class are presented. Distribute this booklet to parents and other pupils of the school.

5. Conduct a "Clothing Fair" or clothing exchange or rummage sale.

6. Develop a skit on "hand-me-downs and peoples' attitudes toward them."

7. Create poems about clothing. Some of these may be put to music or some may be composed as parodies to popular songs.